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ABSTRACT

This proceedings of a conference on rural education includes 2 keynote speeches and abstracts of 50 conference sessions. The following key issues relevant to rural and small schools were emphasized in the conference sessions: (1) innovative uses of emerging technologies in rural and small schools; (2) rural education in transition; (3) rural school finance and facilities; (4) rural education and accountability; (5) innovations and alternatives in rural special education and science education; (6) emerging technologies that enhance multicultural education in rural and small schools; and (7) idea and instructional material exchange for teachers. (LP)

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Thirteenth Annual Rural and Small Schools Conference October 28-29, 1991

The Rural Way: Traditions and Innovations Proceedings

Robert Newhouse and Barbara Havlicek
Editors

Center for Rural Education and Small Schools
College of Education
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Dear Participant:

Enclosed you will find the proceedings from the Thirteenth Annual Rural and Small Schools Conference. The theme for 1991 was "The Rural Way: Traditions and Innovations."

The conference featured several guest speakers including Wayne Sanstead, State Superintendent of the North Dakota State Department of Public Instruction; Jim Jess, School Superintendent from Iowa; and Paul Jung, from the American Association of School Administrators. Included in the program were over sixty concurrent sessions reflecting the following key issues related to rural and small schools:

- Innovative uses of emerging technologies in rural and small schools
- Rural education in transition—education for a new age
- Issues in rural school finance and facilities
- Enhancing leadership and instruction in rural and small schools
- Rural education and accountability issues
- Innovations and alternatives in rural special education and science education
- Emerging technologies which enhance multicultural education in rural and small schools
- Idea and instructional material exchange for teachers

As a result, we are pleased to be able to offer you the proceedings from those sessions. We hope you will find them helpful for accomplishing your professional goals, making important decisions, and promoting the conduct of sound educational research.

Sincere thanks go to Kathy Quigley, Paige Birdsley, Lauren Hause, and Donita Whitney-Bammerlin for their hard work and diligence in the technical processing of the 1991 proceedings. Without them, it would have been an impossible task.

Sincerely,

R.C. Newhouse

Robert C. Newhouse, Director
Center for Rural Education and Small Schools

Barbara Havlicek

Barbara Havlicek, Assistant Director
Center for Rural Education and Small Schools

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Keynote Speeches

She Likes Me

Presenter:
Wayne Sanstead, Superintendent
North Dakota Department of Public Instruction

North Dakota and I suspect many other midwest states are changing in ways that are having a dramatic effect on education, especially rural education. The most noticeable and for education, the most consequential changes have to do with the declining rural population and subsequent decline in school enrollments.

Rural schools in North Dakota are cutting programs and staff to remain fiscally solvent. The Demographic changes in rural North Dakota are so dramatic that if we do not respond quickly and effectively, many rural schools will be forced to close without having had an opportunity to consider better options such as clustering, distance learning, etc.

In the 107 districts currently involved in our restructuring effort the 0-5 population has declined by 33% between 1983 and 1991. The biggest decline over that period are in the most rural areas where enrollments have already reached the point where program cuts have already reduced course offerings to the basics. Across North Dakota there has been a 30% decline in the number of women in the prime child-bearing age between 1980 and 1990 and the birth rate has dropped from 83 per thousand to 66. The final complication for rural districts is that growing numbers of young families are leaving rural areas so that the number of women in the child bearing age group is falling at a significantly faster rate than elsewhere in North Dakota.

In a period when our schools should be considering for reaching changes in educational service delivery to meet increased demands from the business world and higher education institutions, many of our rural schools are in a struggle to survive.

We need visionary leadership and particularly effective managers to see the crises we face as an opportunity. Theodore Levitt of the Harvard Business school sums up the need for effective managers. "More than ever before, managerial effectiveness requires inspiration and shrewdness, fast decisions and firm decisiveness, courage linked to conviction, and, above all, the will to act. Increasingly it is more important to act fast than to think correctly about tomorrow, because what one must act on is what is already in the process of happening, not what might happen later. In the age of fast history, equivocation is more harmful that prediction is helpful. So... things are a little different than when God told Noah to build an ark so that he, his family, and all the species of the earth could survive the flood he'd let loose in two weeks. Shocked, Noah said, 'Two weeks? God, do you know how long it takes to build an ark?' And

God replied, 'Noah, how long can you tread water?' It got done in two weeks."

The '89 North Dakota Legislature understood this need. They adopted the School District Boundary Restructuring Program. The program has solved from a pilot project to a main stream educational effort. The program provides incentive money for clusters of school districts to join together to enhance educational opportunities for students and to make better use of limited educational and administrative services. The legislation provides up to $165.00 per ADM for up to 3 years as an incentive for clusters of rural districts to cooperate. The clusters must include at least three K-12 districts with a total enrollment of 600 and a land area of at least 700 square miles. The consortium applies for a planning grant, then develops a cooperative educational plan for the unit. After 3 consecutive 1-year cooperative plans, voters in the consortium are asked to decide if they want to consolidate into one unit. The program is a voluntary local option plan. However, participation in this program has exceeded all expectations. The program has been received with a great deal of enthusiasm by community leaders, parents, legislators and educators. It is probably the most significant development in North Dakota education in recent memory. At present the program includes nineteen clusters of school districts called consortiums across the state. A total of 107 of 268 North Dakota school districts are involved. Of North Dakota's 117,000 public school students, approximately 60,000 attend school in North Dakota's twelve largest school districts. Forty percent of these 268 rural and 40% of the states rural enrollment are now involved in the restructuring program. I believe the program's combination of incentives and assistance from the state level, coupled with local control of program choices, makes the School District Boundary Restructuring Program the right program in the right place at the right time.

Let me review 3 aspects of the program with you. First, what have been the accomplishments since 1989. Second, how has the State of North Dakota benefitted; and, third we'll look at the future and how we intend to continue the success of this restructuring program.

First, what has really happened in the two years since the passage of the restructuring program seventeen consortiums have received planning grants, and twelve of these consortiums are already implementing approved cooperative educational plans. Each of the twelve had identified a program coordinator who is specifically responsible for implementing these programs. Each consortium will undergo a mid-year program assessment in December of January. A total of seven additional consortiums are developing plans that they hope to implement in September of 1993. One additional consortium is on a waiting list for future funding.

The School District Boundary Restructuring Program has succeeded in bringing together units large enough to gain significant cost efficiency and to provide comprehensive educational programs. Incentive funding provided by the

program is significant enough to draw units together which meet the program criteria. The program provides an effective structure through which consortiums can evaluate educational programs and implement needed changes. Without this program as a vehicle, districts would be faces not only with making the needed changes but also with developing a method through which they could undertake these changes and provide funding. That kind of combination would be overwhelming.

In the recent history of cooperation/consolidation in North Dakota, two small school districts, neither of which could survive alone, cooperated or merged. The result was a unit too small to provide comprehensive services or achieve maximum cost effectiveness and one which in ten years or less, sad to say, would likely face merger again. Obviously this process did not provide comprehensive student programs and services for the long term.

The adoption of the School District Boundary Restructuring Program is bringing many benefits to education in North Dakota. It has provided the process and incentives to encourage school districts to participate in practical but visionary plans which allows clusters of districts to develop a product which is uniquely theirs and one that responds to the educational needs of their communities. I am convinced that North Dakota needs this plan now as never before. The comprehensive cooperation and sharing of resources that is beginning to take place under the School District Boundary Restructuring Program is timely for four major reasons:

The Department has adopted school accreditation requirements which will become effective over the next several years. Smaller schools will experience increasing difficulty in meeting these requirements alone.

School districts find themselves under extremely tight fiscal constraints. The tax referrals of December 1990, declining taxable valuations, and declining enrollments in most of our rural areas have forced many schools to cut programs to the bare minimum.

Restructuring allows North Dakota to take advantage of technological advancements which would be too costly for single school budgets. Interactive television, computer networks and computerized library systems are designed for usage by multi-district units.

Enrollments in virtually all of rural North Dakota are declining--in some cases, declining sharply. Enrollments in seventeen of the nineteen consortium areas declined up to 28% between 1980 and 1989. For example:

• Seven districts of the Lonetree Interdistrict Consortium in the Harvey-Fessenden area had a total enrollment of 1,935 students in 1980. By 1989-90, their enrollment dropped to 1,396 or a drop of 539 students in nine years.

• Seven districts in the Minot area had 1,945 students in 1980. Nine years later they showed a loss of 378 when their total enrollment was 1,567. Anticipated enrollment by 1995-96 will decline further to about 1300 students.

• Ten districts in the Enderlin-Lisbon-Oakes area currently have 2,835 students. Their projected enrollment by 96-97 is a drop of 471 students. Our student population is definitely declining.

Where are these declines? The most dramatic declines among school age students are in the kindergarten through third grade group. In the Rural Cass Consortium there are presently 559 students in kindergarten through third grade. It is estimated that by 96-97 there will be only 377 or a drop of approximately 200 students. Other examples include the ten districts of the Southeast Consortium which will decline by approximately 200 students, and the seven districts of the North Central Consortium, currently at 461 and projected to decline by about 150 students by 1994-95.

All of these figures lead to one conclusion. The educational population in North Dakota is definitely changing. The recently released Centennial Rural Life poll indicates that rural North Dakota residents hold a pessimistic view about population trends for their areas. Over 80 percent of North Dakota residents agree or strongly agree that rural North Dakota will continue to lose population. The School District Boundary Restructuring Program is essential to deal with the dramatic changes which are taking place in much of North Dakota. If we are to effectively manage the change, it is essential that we continue the consortium-building process.

As we look toward the future of restructuring, we must continue to focus our attention on the one overriding issue-what can this program provide for our kids? We know that this program is already achieving the primary objective of providing increased educational opportunities for students. For example, Paul Thomas, a junior at Karlsruhe High School, is able to get guidance services, Spanish and Art through consortium-based programs developed by the North Central Consortium. In the Midkota Consortium, Guy Klein, a high school student from Grace City, is able to take physics through a consortium-based program. Stephanie Bolken, a student at Tolna High School, is taking Spanish and receiving vocational guidance services through the Greater Nelson County Consortium. In the Tri-District Consortium, Kim Ihry of Hope is able to take a foreign language and receive guidance service provided through the consortium. There are many examples among the hundreds of North Dakota students who

are now receiving expanded educational opportunity through consortium activity.

I am continually impressed at the degree to which consortiums have been able to focus on the critical issue of student need. There is no question that the program, as it is designed, places a very tough and demanding decision making process in the hands of local educational leaders. We are strongly encouraged by what we have seen to date, but the jury is still out about whether decisions can be made wisely in what is frequently a highly emotionally-charged environment. School districts which have begun to develop and implement cooperative plans clearly have taken significant risks. It is extremely important that we at the state level, both in the Department of Public Instruction and in the Legislature, continue to support local educational leaders and reward them for taking these risks to bring about better educational opportunities for their students.

In summary, we have made many accomplishments in school district restructuring since 1989. Together we have before us the challenge of building on the success and vision that this program offers to assure that our educational system will prepare the students of North Dakota for the 21st Century. Now we need to look into the future to see how we can continue the success of the North Dakota School District Boundary Restructuring Program.

I believe if we look back on this opportunity seven to fifteen years from now and come to the conclusion that what came out of this effort was merely bigger districts, we will have failed. This program provides a rare opportunity to bring about change. To envision success as merely creating larger districts would be a failure of leadership. We have to aim for more and expect much much more. One can argue persuasively that this may be the only opportunity that current educators will have in their professional careers to make a significant difference in the way we deliver educational services. It may be the only opportunity to open up the process, not just tinker, but rework, rethink, our educational delivery system in a way that allows full participation of our communities and a way that insures an outcome that we can live with and work with effectively for the next generation.

Shared Superintendency and Educational Reform

Jim Jess, Superintendent
CAL Community School and
Alden Community School
Alden, IA

I have been asked to address the topics of school restructuring and education reform; the shared superintendency; and, my views on the future directions for rural and small school education. It is my understanding that school districts in Kansas are working on a new state department plan for Quality Performance Accreditation and that you are hearing lots from the Kansas Legislature about "consolidation". That should come as no surprise to anyone associated with rural education, because consolidation of schools has been the most successfully implemented educational policy in America for restructuring rural schools in the Twentieth Century.

In 1980 Paul Nachtigal summarized the findings of a 2-year study sponsored by the National Institute of Education's Program on Educational Policy and Organization. In the document entitled, Improving Rural Schools, Nachtigal outlines three district themes of rural school reform - themes based on different assumptions about the nature of the problem.

The first theme holds that the problem with rural education is that it is not urban, that "the rural school itself" is the problem. Reform efforts based on this assumption attempted to mold rural education into the likeness of urban education. This approach attempted to remedy the problems of a haphazard education process caused by excessive community control of education. Even before the turn of the Century, the National Education Association's Committee of Twelve on Rural Schools defined remedies for the rural school problem including consolidation of schools which would result in a standardized, modernized community in which leadership came from professionals. The practice of consolidating schools for the purpose of improving rural education was so widely accepted by professionals and policy makers for so long that 88,000 school districts were eliminated in this country from 1930 through the 1950's. One hundred twenty-eight thousand school districts existed in 1930 and that number was reduced to 40,000 by the end of the 1950's.

The second theme of rural school reform, according to Nachtigal, was the concept of the necessarily existent small school which emerged during the mid-1950's. Although basically agreeing with the "one best-system" philosophy of the first theme, the second theme also recognized that some schools would have to remain small because of their demographics and sparsity of population. The concept of necessary small schools was given some degree of legitimacy by a series of grants provided by the Ford Foundation to be used to develop and

implement strategies for rural school improvement. At the termination of the $30 million Comprehensive School Improvement Program funded by the Ford Foundation, Nachtigal headed a team of consultants to assess the impact of the $30 million investment. Their conclusion was that for the most part, changes in personnel, the disappearance of project support systems and the continual pressures for returning to the status quo erased almost all vestiges of the practices explored through the Comprehensive School Improvement Program grants.

The third theme of rural school reform, according to Nachtigal, emerged in the mid-1960's with the advent of massive Federal Intervention in education in the form of the Elementary and Secondary Education Act. This theme was based on the assumption that the "problems of education are generic." Policy makers defined problems in terms of advantaged and disadvantaged students. Since both types of students are found in all schools, regardless of size and location, common strategies and funding formulas were deemed to be applicable everywhere. (Nachtigal, pp. 3-6)

While the three themes emerged sequentially overtime, according to Nachtigal, the later theme did not totally replace the earlier ones. Indeed, the consolidation thinking of the first theme, along with the generic assumptions of the third theme, tended to dominate education policy. Both of these themes are consistent with the "one best-system" thinking. The second theme of necessarily existent small schools did not develop the needed currency among educational decision-makers to continue, therefore, consolidation of schools remained a popular policy for improving education in rural America. The 40,000 school districts that still existed at the beginning of the 1960's were reduced to less that 16,000 in the 1980's. Political discussion on further school consolidation emerges in statehouses across the United States on a reoccurring basis whenever state monies are in short supply or education reform is on a legislative agenda.

Rural citizens have generally opposed state policies on school consolidation, especially when it affected their won local schools and communities. Although opposed, it wasn't until the mid-1970's that rural citizens, educators and policy makers began to seriously question the need to further consolidate rural schoolsin their states. As the number of rural schools in their states and districts become fewer and fewer and the geographic areas that they served become larger and larger, rural folks begin asking what the educational advantages and disadvantages were for their children if the school consolidation trend that occurred over the last seventy-five years were to continue. Many rural folks were also looking at their deteriorating communities and realizing that if they were to remain vital, their schools would play a big part in their future.

Johnathan Sher's book, Education in Rural America: A Reassessment of Conventional Wisdom published in 1978 presented a solid argument that there was no strong empirical base to support the assumptions and assertations of

school and district consolidation advocates. Sher said it was a myth that consolidation results in greater economy, efficiency and equality in rural education. He encouraged educators and policy makers to build on the strengths of rural and small schools rather than do away with them (Sher. (ed.)

I believe that a fourth theme of rural school reform emerged in the late 1970's. This theme denounced the one best-system philosophy. Instead, it placed greater emphasis on identifying differences between rural and urban education and developing policies and educational strategies that would allow rural schools to be different and allow them to begin building programs around their strengths and uniqueness. In support of this theme, rural education and small school advocacy and support groups begin to organize throughout the country which helped raise public awareness and political interest in rural education issues. In 1980 the Rural/Regional Education Association disaffiliated the National Education Association and formed the National Rural Education Association. The NREA which has state affiliates throughout the country serves as a spokesman for rural education issues in Washington. In 1983, the US Department of Education used the NREA National Conference held here at Kansas State to announce its national rural education policy which gave assurance that rural education would receive an equitable share of the information, services, assistance and funds available from and through the Department of Education and its programs. In the 1980's there were considerably fewer school consolidations compared to the number that took place in each of the previous decades of the 1900's. Emphasis instead was being placed on implementing alternative strategies for providing services to rural schools and improving the stance of rural education.

Evidence of this fourth theme of rural education reform was particularly obvious in Iowa. The Community School Movement in Iowa from 1953 through 1966 eliminated 3722 non high school districts and 836 high school districts. In 1965, the Sixty-First General Assembly required all territory of the state become part of a twelve-grade school district or be included in a reorganization petition by April 1, 1966. Territory not included in such a district or petition was to be attached to a twelve-grade district by July 1, 1966. In 1966-67 there were 455 twelve-grade school districts in operation in Iowa. During the next twenty years an average of only one voluntary reorganization occurred each year and eleven have taken place in the last five years. (Gahn)

1977, the Iowa General Assembly was looking at bills that would require another round of mandatory reorganizations. The debate centered on whether there should be 99 county wide school systems or schools with minimum twelve grade enrollments of 1,000 students. Either bill would have wiped out three-fourths of Iowa's remaining school districts. After having just settled the dust from the Community School Movement, rural Iowans were not about to accept another round of state mandated school consolidations. They organized their resistance under an organization called People United for Rural Education. PURE's

purpose was to promote the qualities inherent in rural education an pursue educational excellence that will enhance rural community life. PURE saw school reorganization by state mandate as a further erosion of rural community life and successfullyblocked the inactment of such legislation. Afterwards the leadership in PURE was committed to working with policy makers and school leaders to develop alternatives to consolidation that would provide expanded learning opportunities and educational services to rural children and youth.

In 1978, PURE was successful in getting the legislature to remove the term "reorganization" from its written policy to "encourage reorganization for the efficient operation of school districts". Although removing the te rn reorganization from the policy statement was viewed as aminor step to some, to PURE it was viewed as major step toward advancing other means of encouraging efficient operation of school districts. Another state policy that stood in PURE's way for proposing new ways of doing things was a school accreditation standard that disallowed two school districts from sharing students in programs and still maintain their required status as twelve grade districts. PURE was successful in getting new language adopted that would allow districts to begin sharing students, programs and services between school districts.

Sharing between districts took on various forms. Some schools begin sharing teachers, others shared students, while others combined programs. The first whole grade sharing arrangement between school districts occurred in 1980-81 when Corwin-Wesley and LuVerne boards of education took a major step by combining their high schools in Corwith and their middle schools in LuVerne and each maintaining their separate elementary schools. Also in 1980-81 the first one way sharing agreement was entered into between the Goldfield and Clarion boards of education. Under this arrangement Goldfield tuitioned its high school students to Clarion for part of their day and they returned to Goldfield to participate in their school sown extra curricular music and athletic activities programs for the remainder of their day. Later in 1986-87 the Goldfield students were tuitioned to Clarion on a full-time basis and they began participating in Clarion's extra-curricular activities programs. The Keota and Sigourney School Districts were among the first to experiment with sharing the services of a superintendent. This took place for the first time in 1984-85. (Gahn)

During the 1985-86 school year ten school districts were participating in whole grade sharing arrangements and ten school districts were sharing the services of five superintendents. Legislators were beginning to see that local school districts were willing to engage in restructuring activities for students and provide administrative services more efficiently. In order to encourage more sharing among districts, the legislature took action to provide incentive monies to schools who were willing to restructure their programs and/or services through sharing activities. By 1990-91, there were 104 school districts participating in 49 different whole grade sharing arrangements and there were 110 school districts sharing the services of 55 superintendents. In addition to these two kinds of sharing

arrangements in the state for sharing curriculum directors, subject area teachers, and specific academic or vocational education programs. In some instances the teachers travel between districts and in other instances the students are bused from one district to another.

During 1989, the Second Session of the Seventy-third General Assembly passed a major education bill, House File 535. This bill affected several elements of restructuring and it will in all likelihood slow down or perhaps bring to a halt restructuring activities in the state. The bill does the following:

Eliminates tax breaks for reorganizations
Sets July 1, 1992 as the last date a district can begin whole grade sharing and receive incentive monies for doing so.
Sets July 1, 1992 as the last date a district can begin sharing a superintendent and receive monies for doing so.
Reduces the amount of extra funding that a district receive for sharing a superintendent.
Does not eliminate in specific academic and/or vocational education programs. (Gahn)

The popularity of whole grade sharing and superintendent sharing arrangements cost the state considerably more incentive money than it had originally anticipated, which is the major reason for eliminating future restructuring incentives in HF 535. The elimination of tax breaks for reorganization, although they were substantial, will not have a major effect on schools in Iowa as only six reorganizations took place during the time tax breaks were in effect.

The shared superintendency in Iowa grew from one such arrangement in 1983-84 to 55 in 1990-91. The biggest increases came in 1987-88 when the number went from eleven to thirty-three and in 1989-90 when the number went from thirty-nine to fifty; 1987-88 was the first year that districts could receive incentive monies for sharing a superintendent and 1989-90 was the last year that the incentive monies were in effect for a five year period at their highest level.

I began sharing my services as a superintendent in 1989-90. My situation is somewhat different than most shared superintendents. My districts are in two different regional educational service areas and counties. They are not contiguous with one another and therefore, are not in a position to consider future consolidation with one another. A large number of shared superintendents are serving school districts that are also participating in whole grade sharing arrangements or their districts are anticipating reorganizing with one another in the near future.

The one advantage I had prior to going into the shared superintendency is that I had fourteen years of prior experiences in the CAL District and one and one half years of experience in the Alden District when the two boards of education

decided to enter into the Sharing Agreement.

The biggest incentive for school districts to share a superintendent is the cost savings that the districts are able to experiences. In 1990-91 the average single district superintendent's salary was $53,435. The average shared superintendent's salary was $55,695 or $27,847.50 per school district. Salaries for shared superintendencies ranged from $42,000 to $73,060 for districts with combined student enrollment from 262 to 1866. The salary for single district superintendents ranged from $34,000 to $69,591 for districts with student enrollments from 250 to 1999.

The incentive money that school districts receive for sharing a Superintendent is substantial. For example, over the five year period 1990-91 through 1994-95, the two districts I serve will received combined incentive revenues of approximately $300,000. Alden will receive $165,000 and CAL will receive $135,000. the difference is due to the fact that the revenues are generated through pupil weighting factors and Alden has 100 more students than CAL. School districts can use these added dollars however they see fit. Both Alden and CAL Districts have put their first year incentive revenues in reserve and they plan to continue doing so for the next four years. When the incentive revenues are terminated the districts will have a reserve fund to help defray their superintendency cost for another five years.

The biggest incentive for a superintendent to take on a shared assignment is that he is more likely to demand a salary that is somewhat higher than he would be able to receive if he were in a single district of comparable size.

In 1988 the School Administrators of Iowa surveyed the 37 superintendents that were serving two or more districts for the 1988-89 school year. Sixty-one percent believed that sharing superintendents between districts was a good idea, 17 percent said it was not a good idea and 22 percent were not sure. The following were some of the comments the superintendents made regarding this question.

From those responding <u>yes:</u>

Takes a lot of time; need good people working for you (principals, board secretary).

Good for the districts involved, but a lot of additional hours spent away from home at night.

It's tough on the individual; it is a financial savings to both districts. This <u>cannot</u> be a long-term arrangement.

For a short duration (2 years max). The amount of time to do both jobs well is hard to find.

Both school boards must want to make it work. Principals have more duties and must be paid more in both schools. Communities think they are getting their monies worth from superintendent.

It is not bad accept when both districts are looking at various forms of

district sharing.
Depends on attitudes of communities involved.
Yes, if districts realize you are not full time in any one district and if there are competent principals, secretaries, etc.
Yes, because you can save money and because it is easier to coordinate the sharing between two schools. If there is no other sharing, it isn't as good a situation.
Yes, in general, because of increased opportunities for small districts that will need administrative changes due to the new standards.
It removes some duplicity. Tough schedule to maintain.
Yes, as a temporary measure with eventual consolidation. This is many times the necessary communication link between districts.

From those responding no:
!. There are pluses and minuses, but overall I find it impossible to provide the leadership I should be providing.
No, because the extra work, reports, board meetings and frustrations. Not enough time. It's very difficult to keep everything straight.
It would be all right only when enough support personnel such as curriculum coordinator or assistant superintendent can be hired, it is a tough job.
It's not really a good idea--only temporary until things get reorganized.
Not for more than two or three years and only if it leads to whole grade sharing or consolidation.
Good for schools, very bad on administrators.
No lowered expectation from pre-sharing days by patrons.

Other
I haven't decided yet--ask me in a year. (Tyron)

The biggest problem I see with serving in a shared superintendency is the burn out factor. I was never one that believed in burn out, but after nearly two and one half years in my current position, I am beginning to think that it might exist. As evidence of this burn out factor, last year where I renegotiated the second year salary on my two year contract we went to compare my salary with the twenty-four shared superintendents that we used to set my original 1989-90 salary. Of the 24 original superintendents in the comparison group, only eight were still in those positions two years later and two of those eight were leaving their positions at the end of the 1990-91 school term.

I have had to make some difficult personal and professional attitude adjustments since I became a shared superintendent. Personally, I have had to accept the fact it is impossible to give two districts the same amount of attention that you can give one as a single superintendent. This was extremely hard for me to accept because I always enjoyed being totally involved in everything that went on in my school district. Professionally, I had to accept the fact that I would have to

delegate a great deal of my responsibility to other school employees in management and supervisory positions. It was difficult at first, to respond to a board member's question by saying "I don't know, but I will check with so and so and get back to you." I have come to understand, as have my board members, that small rural schools can and do run very effectively under the direct supervision of capable principals, head custodians, head cooks, and head bus drivers who work in harmony with good teachers and supporting services personnel. My conclusion, is that the shared superintendency is a viable cost saving alternative for the smaller rural school districts. It can work, if board members, school staff, community patrons, and the superintendent all accept the fact that the superintendent's role dies change when he or she goes from serving one district to two or more districts.

My views on the future directions for rural and small schools are somewhat uncertain at this time. I think our country is currently in a miserable state of confusion concerning what it wants from public education. There have always been critics of education, but since 1983 when we were declared "a nation at risk" there's been reports on top reports criticizing everything associated with our schools, the curriculum, administrators, teachers, parents and students. We've been told how bad we are so often and for so long that nobody in their right mind wants to question or debate the assumption that the American public educational system is failing to meet the needs of society for the twenty-first century.

Interestingly, as I pointed out earlier, the predominate theme in rural school reform has been "the one best system" philosophy. Mold rural education into the likeness of urban education and you will have solved the problems associated with rural schools. My friends, two thirds of our children and youth are raised and educated in urban America. If our American education system is failing so miserably, then we have to acknowledge the fact that a majority of our public school children are being educated in the "one best system" that policy makers have been trying to replicate throughout rural America during the Twentieth Century.

Having spent most of my life living in the rural midwest and working twenty-seven years as a professional educator in rural schools, there are some qualities of rural education that I value and cherish as being critical to the success of public education in America. They are inherent strengths in rural education and they have contributed to the uniqueness of the rural school experiences. The rural school strengths listed in Improving Rural Schools closely reflect my line of thinking. (Nachtigal p. 37)

- Classes are smaller, and instruction is more individualized.
- Teachers know their students as individuals and often know their family backgrounds, thus enduring a better fit between instructional program and student.

- Each student in a rural school serves an important function in the ongoing life of the school, and has a much greater chance of participating in all aspects of the educational program.
- Teachers have a sense of control over what and how they teach.
- There is room for flexibility, enabling the school to capitalize on the strengths of individual teachers.
- Administrators and teachers are on the same side, with conditions of employment still being a fairly minor concern in terms of totalenergy expended.
- School board members are known as individuals, providing the opportunity for broad participation in policy formation.
- A minimum amount of bureaucratic structure allows a higher percentage of financial and personal resources to be devoted to the instructional process and a smaller percentage to systems maintenance. Since "time on task" is one of the major factors in effective teaching, small schools have the potential for being highly effective.

In addition to the list of strengths just mentioned, I think the following list of rural school strengths are equally important to successful schools.

- A safe and caring environment.
- Community interest and support for the school, its programs and activities.
- A strong work ethic in students and staff.
- A sense of pride among everyone associated with the school.
- Parental involvement and communication with the school.
- The importance of the school to the overall life in the community.

The President of the United States and State Governors have set the direction for education by the 2000. Like it or not, the focus of education reform in this decade will center around the six national goals for American Education. At least rural schools in Kansas and Iowa have a head start in achieving the goals.

- A large share of rural children all ready start school ready to learn.
- Most of our rural school graduation rates already exceed 90 percentage.
- The Kansas and Iowa State average achievement scores on standardized tests already exceed the national average.
- Given the resources, rural schools will meet the challenge of being first in the world in science and mathematics achievement.
- With our high percentage of high school graduates in rural Kansas and Iowa, we will manage to have communities of literate adults who will be capable of competing in a global economy and will continue to exercise the rights and responsibilities of good citizenship.
- Many of our rural schools are already free of drugs and violence

and offer a disciplined environment conducive to learning.

The challenge we face in the rural midwest is convincing our politicians to allow us to continue to experience success in our rural schools by allowing them to continue to exist.

In closing, I want to recommend that all of you read the article on The Big Lie about U.S. Education by Gerald W. Bracey which appeared in the October 1991 issue of the Phi Delta Kappan. How refreshing to read something positive about education in the United States. Bracey writes:

> Schools stink. Says who?... So many people have said so often that the schools are so bad that it is no longer a debatable proposition subject to empirical proof. It has become an assumption. But it is an assumption that turns out to be false. The evidence overwhelmingly shows that American schools have never achieved more that they are currently achieve. And some indicators show them performing better than ever. (Gerald W. Bracey p.106)

From there Bracey goes to prove his point that the conclusions of the National commission on Excellence in Education simply didn't ring true.

Concurrent Session Abstracts

Staff Development for Integrating the Emerging Technologies on Rural and Small Schools— An Administrative Leadership Model for the Information Age

Presenter:
Gerald Bailey
Kansas State University
Manhattan, KS

One of the greatest problems facing rural and small schools is the integration of the emerging technologies onto the fabric of the education. In the last few decades, there has been a paradigm shift from an industrial-era society to swim in a sea of information. Many rural and small school administrators have begun to lead their staff and BOEs into the Information-Age by introducing the emerging technologies into the culture-including computer technology, telecommunications, video disc technology, management technology, and instructional applications. While substantial progress has been made, staff development practices for many school districts remains piecemeal and fragmented. Equally important, research related to effective staff development practices related to the emerging technologies has remained sketchy.

This session will focus on a 5-Stage Staff Development Model related to the integration of the emerging technologies in rural and small schools. Readiness, planning, training, implementing, and institutionalizing make up the five steps.

Participants will be made aware of this 5-Stage Staff Development Model and will learn how it can be implemented in their school district to achieve technology integration. Discussion and handouts will be provided.

"Back to the Days of the One-Room Schoolhouse"

Presenters'
Jeanette Bergquist and Richard Henoch
3rd Grade Teachers
USD #498, Valley Heights
Waterville, KS

Did you ever swing a dinner pail over your arm and go whistling off down the dusty road to that little white schoolhouse which stood among the trees? The two Third Grade classes at Valley Heights spends a day each year at the renovated and relocated Gamefork schoolhouse that stands in Waterville's city park. The students become actively involved in exploring history of the country school life of their community through lessons in reading, writing, arithmetic, art appreciation and geography, as well as old-fashioned outdoor games, a spelling bee, music and recitations.

This presentation will include slides and videos of this annual event and some interesting anecdotes of former one-room school teachers.

Using the National Career Development Guidelines to Improve High School Career Counseling:

Presenter:
Eric Buetzer
Nemaha Valley High School
Seneca, KS

During the 1990-91 school year, Nemaha Valley High, a school of 166 students in Seneca, served as one of the six pilot sites in Kansas for the implementation of the National Career Development Guidelines. The guidelines represent a nationwide effort to foster excellence on career guidance on the high school level. Strongly emphasized is the concept that career development is not a function of just the school counselor, but involves all curriculum areas.

The presentation will: 1) provide an overview of the guidelines, 2) discuss the procedures used at Nemaha Valley in implementing the guidelines, and 3) provide information concerning the benefits and difficulties encountered in this process.

The National Career Development Guidelines address the fact that, like all curriculum areas, career guidance needs to become "outcome based." During this presentation, using lecture, handouts, and overhead transparencies, the audience will be shown how the guidelines can be used to move toward a comprehensive, systematic, and sequential career guidance program which is accountable, responsive, and outcomes based.

Word Processing Across the Curriculum for All Students

Presenters:
John Burke, Superintendent,
Randy L. Freeman, Principal
USD #338, Valley Falls
Valley Falls KS

In the fall of 1991, Valley Falls USD 338 implemented a word processing across the curriculum program for all students. This presentation will describe the planning, procedures, content, objectives, and conclusions of this program. The methods of presentation will include lecture, question and answer, and audiovisual examples.

The purchase of a distributed cluster computer network enabled the district to lower its student to computer ratio to 4:1. With the computers distributed throughout the K-12 campus, students learned the concept of process writing using word processing software.

The teachers receives inservice training in word processing; process writing; and the Six Trail Analytic Writing Assessment Model. This training enabled the teachers to incorporate this program into the regular classroom.

All students were involved in this program. Learning disabled, educable mentally handicapped, trainable mentally handicapped, and Chapter I students were integrated into the regular classroom.

The objectives of this program were:

To improve student writing an average of 10 rating points per student using the Six Trail Analytic Writing Assessment Model.

To improve the self concept of the exceptional students through the integration model and measured by a locally developed self concept inventory.

To improve the acceptance of difference between people of the regular education and special education students as measured by a locally developed acceptance instrument.

The conclusions that relate to this program were unavailable at the time this abstract was due.

Youth Leadership: Solving the Crisis in Rural Community Economic Development

Presenters:
John Burke, Superintendent, USD #338, Valley Falls
Brian Welborn, student, Valley Falls High School
Amie Trippett, student , Wamego High School

With many rural towns and communities shrinking and dying as current residents leave and young people move away, community leaders are struggling to find ways to promote their town for growth, development, and possibly, survival. Two rural Kansas towns have discovered a vehicle for renewal and growth. The towns of Wamego and Valley Falls have developed teenage organizations that have created ownership interest on the part of school age students.

This presentation will describe the development, leadership, organization, activities and concerns associated with starting a Junior Chamber of Commerce. All three presenters have played a part in the development of such organizations on Wamego and Valley Falls.

The objectives for the presentation will lead members of the audience to understand:

how to organize a Junior Chamber of Commerce;
the relationship that exists between the Junior Chamber of Commerce and other organizations in the community;
the rationale for establishing a Junior Chamber of Commerce;
how to perpetuate a Junior Chamber of Commerce once it's established;
the kinds of activities that work and don't work in these two communities;
the role of the school in relation to the Junior Chamber of Commerce.

The presentation will utilize lecture, question and answer, and video tape methods.

Members of the audience will be able to consider whether the establishment of a Junior Chamber of Commerce would be of assistance to them. They will learn the steps for establishing such an organization and the potential benefits to the community.

Artful Teaching: Energizing All Areas of Curriculum through the Arts:

Presenter:
Connie Burket
Kansas Alliance for Arts Education (KAAE)

In order to use the basic tools of reading, writing, math, and science fully and more effectively, students must learn to think creatively as they meet the challenges of changing circumstances in their personal lives, their communities, and their world. Whether the arts are taught as separate discipline or as coactive elements of traditional curriculum, the required thought processes force the exercise of creative aptitudes so that they can be tapped more readily when needed in other areas of endeavor---community interaction, problem-solving, leadership, communication.

Our 45-minute presentation explores ways of reinforcing traditional curriculum through arts-related activities and introduces teachers to the process of recognizing---and exercising---their own creative aptitudes. KAAE Director of Programs Connie Burket (with a co-presenter, if desired) will give oral presentation which provides examples of:

the intrinsic nature of the arts in everyday experience.

places and ways the arts are being integrated into the other areas of the curriculum.

ways the arts can help get students more actively involved in the process of learning, helping to establish the learning "habit" as a natural element of daily experiences throughout their lives.

the presenter(s) will call for some group participants if the room set-up and number of participants allows. Hand-outs can be provided if desired.

A Review of Intensive Instruction through The Montana B.E.S.T. (Better Elementary Science Teaching) Project

Presenters:
John Cannon
Kansas State University
Manhattan, KS
Dr. Jerry Jinks
Illinois State University
Normal, IL

The B.E.S.T. Project (Better Elementary Science Teaching) began in the summer of 1987 resulting from a survey of Montana classroom teachers. The survey revealed that a major problem faced by predominantly rural schools was professional isolation. To offset this problem, the Montana Office of Public Instruction, the Montana University System and the Montana Science Teachers Association collaborated to develop and implement the B.E.S.T. Project. The project was funded by the National Science Foundation.

It involved bringing together one hundred fifty elementary classroom teachers, over the course of three years, for intensive inservice upgrading in the content areas of biology, geology, chemistry, and earth science. All instructional inservices were presented by selected faculty from the Montana University System. Training in telecommunications was also included to induce the sharing of educational activities between rural teachers after the formal end of the inservice.

The project participants demonstrated a great deal of anxiety about the justification and presentation of the training. Some felt they could not overcome many of the self-perceived barriers toward fulfilling the project's goals, both on-site and in their home districts.

This sectional will discuss the boot camp approach used in this intensive inservice training. The approach helped overcome many of the participants' worries and concerns about personal success during the project. Additionally, it empowered the teachers to formulate effective strategies for dealing with the anticipated implementation problems within their local school districts.

Funderful Friday: Elementary Hands - On Activities for School - Wide Enhancement

Presented by:
Barbara Clark, Teacher
Jenny O'Neil, Teacher
Mr. Michael Ulmer, Teacher
Hannah Barrett, Elementary Counselor
Frankfort Elementary
USD #380, Vermillion
Frankfort, KS

The presentation's objective was to promote the enhancement of teaching methods to encourage maximum student involvement through the use of hand-on activities.

Once a month during the school year, Frankfort teachers put away the books, roll up their sleeves, and dive into activities that apply skills and pique the curiosities of their students through a variety of mediums that incorporate visual, auditory, and kinesthetic modes of learning. This presentation of Funderful Friday lessons revolved around the theme "Johnny Appleseed". Presenters demonstrated its application across the curriculum, specifically science /math and language arts/literature, and at both primary and intermediate levels. Those attending experienced first-hand some of the activities, and received suggestions on ways this may be implemented in their own schools. This flexible approach has been met with great enthusiasm by students and faculty, and is an excellent way to incorporate cooperative learning techniques into the school. The session combined oral explanation, demonstration, and audience participation to present the wide range of possibilities of this type of program.

First Steps in School A Renewal School Climate Survey: For Schools in Rural Settings

Presenter:
Tom Contine
University of Nebraska at Kearney
Kearney, NE

A School Climate Survey: For Schools in Rural Settings is a tool for improving a school's climate. The survey measures those school climate characteristics most usually associated with schools in rural areas. These schools, which are relatively free from such disrupting problems as school violence, racial strife, vandalism, and high truancy have very different needs and priorities in terms of climate evaluation and improvement than have their urban counterparts.

In this survey, classroom teachers and school administrators weigh the impact of twenty-four factors on their school's climate. Data from the survey findings can be used to develop a school climate profile, which, in turn, becomes the basis for school wide discussion, dialogue, and debate. In this way, a faculty can instruct a consensus of priorities for school climate improvement. School climate improvement is a first step in school renewal.

Project R.I.D.E.--Responding to Individual Differences in Education

Presenter:
Joyce A. Cussimanio
Southeast Kansas Regional Prevention Center,
Southeast Kansas Education Service Center
Girard, KS.

Objectives:

To identify behaviors of at risk students that may result in referral to special educational programs.

To identify the components of Project R.I.D.E.

To recognize ways the components of R.I.D.E. can assist regular classroom teachers in meeting the needs of at risk students.

To utilize the components of R.I.D.E.

Both didactic and experiential methods will be used in this presentation to familiarize educators about Project R.I.D.E. Research data as well as practical application in the classroom will assist educators to recognize the value of adoption of such a program in their school buildings. Components of the program such as describing behavior, self-evaluation of effective classroom practices, use of the computer tactics bank and video library will be described. The purpose of the SWAT (school wide assistance team) will be discussed. Participants will be given the opportunity to access the tactics bank and view video excerpts.

Implementing the Hubbard MathGAME Project (In Your School/District in Grades 4-9)

Presenter:
John W. Dalida
Kansas State University
Manhattan, KS

While the Hubbard MathGAME Project has a variety of long-range goals to achieve, it's ultimate goal focuses on getting kids as excited about learning and doing mathematics as they are about playing and listening to basketball and baseball games. Most exciting about the Project is its appeal to less able students as well as the mathematically gifted.

the presentation is designed with the following two goals in mind: (1) to introduce participants to the Hubbard Math Game and explain how their school districts can get involved in the project, (2) to introduce participants to the different classroom, school, and regional models of cooperation and competition.

A variety of formats will be used including whole-group and small-group discussion. We begin by simulating the activities of a class of 5th graders with a problem such as the following: Using the following Resources, +-x 2 3 3 4 5 6 7, try to get 9 in as many different ways as you can. [Note: There are between 25 and 35 (sets of) solutions.]

This activity and others we will present are designed to exemplify how as we integrate the goals of the Curriculum and Evaluation Standards of the National Council of Teachers of Mathematics with the goals of the Project: becoming a mathematical problem solver, learning to reason mathematically, learning to communicate mathematically, becoming confident in one's ability to do mathematics, and learning to value mathematics.

Some History, Some Theorems, Some Fun

Presenter:
Jim Elander
North Central College
Wheaton, IL

The emphasis of the presentation will concentrate on how we learn mathematics through the wonderful world of geometry. This will be accomplished by relating to:

the history of mathematics, such as the Babylonian formula for the area of a circle

the methods of learning geometry, including: discovery, introduction, deduction, and transfer. Example: the tower of Manoi problem for n rings.

the fun involved in learning geometry. Example: The game of Sprouts.

Geometry is a unique course which provides the opportunities to capture the imagination of students (of all ages). The presentation will involve the participants in order for them to have "applications" to take home and try on their students.

Those who hear, forget.
Those who see, remember.
Those who do, understand.
Anonymous

The Arts and Telecommunication for Rural Schools

Presenter:
Jana R. Fallin, Division Chair
Music Education
Kansas State University
Manhattan, KS

According to a survey conducted by Dr. Jerry Horn in 1989, many rural educators and administrators have a strong interest in music and the arts through telecommunications. The rural schools desire to include arts experiences for their teachers and students, but problems occur in trying to deliver these experiences to the schools. Hiring and funding becomes an issue, and availability of materials and personnel are scarce in the less urban areas of our state. At first look, the situation seems full of problems with little hope of success.

Yet, ways do exist to increase the availability of arts education for rural school districts. The objective of the presentation is to explore the use of telecommunications for music and arts education available to rural schools. The use of the electronic classroom for workshops and inservice education will be addressed. Video portions of the elementary music workshop presented via satellite in January, 1991 by Dr. Fallin will be shown. A discussion of cost benefits and other positive features of inservice in the arts through telecommunications will be included.

A look at future possibilities for satellite course offerings in music and the arts will be addressed. A proposed course in arts education for rural students will be presented.

Performance Assessment in Rural Illinois Science Classes

Presenter:
Kevin D. Finson
Western Illinois University
Macomb, IL

Assessment of student learning has increasingly become of concern to educators. Several years ago, Illinois initiated a statewide program requiring each school district to develop and file with a State a "Learning Assessment Plan" for science and a corresponding written examination. These examinations were primarily objective in nature, and were recognized as only assessing a narrow range of student learning. Over the past year, Illinois has initiated plans mandating local school districts to develop and use performance assessments (PA) to assess student learning beyond that included in paper-pencil tests.

This presentation will look at what PA is, pros and cons in using PA, and how PA items have been developed with 250 teachers from a fifteen-county area in rural west central Illinois. Included with this session will be some sample PA items participants may work through.

Free Educational & Data Base Services for Rural & Small Schools

Presenter:
Dennis L. Franz
TCI of Kansas, Inc.

Technology is advancing so quickly that it is almost impossible for any school system to keep up with new informational and educational offerings. During my presentation I would like to demonstrate a new publication. This publication brings together all the major educational television networks in one listing according to subject matter with a cross reference to individual channel and time/date position.

New development in educational television offerings for the first time allow for the completion of a 4 year college degree, as well as an MBA, all by television alone. The integration of this type of programming could have significant effects on high school students as well as faculty development.

There is a newly produced faculty development seminar series available to high school instructors nation wide. I will present information about this service and how it can be integrated in a local school system.

A portion of my presentation would address the copy write problems facing schools use of televised programming.

The most informing part of this presentation will be a complete explanation and demonstration of the new X-press data base service that is free to all public schools. the service is a combination of national and international news. X-Press includes a Spanish news service, personal development information, lesson plans for teachers with references to CNN and C-SPAN programming, plus weather and stock market information. X-Press also includes a complete research function to allow teachers or students to collect information on various topics. I will show how the data base works, how they can sign up for it, how to determine its availability and how to get it installed in their school system.

Rural and small schools are almost always limited by funding, thus never really considering themselves capable of acquiring such unlimited informational services. For the first time, lack of money is no longer a limiting factor to become truly connected with the rest of the world on a real-time basis.

Science Instruction through Hypermedia

Presenter:
Phil Goulding
Biological Sciences Curriculum Study
Colorado College
Colorada, Springs, CO

Hypermedia allows teachers to make computer-based presentations. Students can compare reports, study-sound, or make laserdisc presentations using a Hyperstudio. a hypermedia program for the Apple II GS. Participation will see how one computer may be used in the science classroom..

The Missing Elements In School Administration

Presenter:
Marilyn L. Grady
University of Nebraska
Lincoln, NE

Five qualities represent the conceptualization of visionary leadership that form the perspective for this paper. First, visionary leaders are pervasively motivated by deep personal beliefs and values. Second, visionary leaders have an adamant and energetic commitment to the realization of the goals that they think are best for their organizations. Third, visionary leaders have an intense predilection for innovation and seek to change their organizations. Fifth, visionary leaders promote an image of future of their organizations that represents change for the better.

In earlier studies of visionary leadership, principals did not describe risk taking, innovation, or a future orientation as part of their leadership (Grady & LeSourd, 1989; LeSourd & Grady, 1989). How principals and superintendents define risk taking, innovation and the future in the context of school administration were the subjects of this study.

Three guidelines guided the study:

How do principals and superintendents describe innovativeness as educational administrators?

How do principals and superintendents describe risk taking as educational administrators?

How do principals and superintendents describe their goals for the future?

To obtain the information needed to answer these questions, 17 rural Superintendents and 17 rural principals were interviewed. The subjects were chosen on the basis of their reputations as being progressive, upwardly mobile, innovative, and risk takers. University faculty members in educational administration and practitioners assisted in the identification of subjects. Average district enrollment was 250 students. The principals' length of service averaged 7 years and the superintendents' length of services averaged 5 years.

The results of these interviews form the basis for the presentation and discussion.

Outdoors and Hands-On: Resources for Real-World Science Teaching

Presenter:
Carol S. Hand
Educational Consulting, LTD.

This "show-and-tell" session will introduce participants to a variety of nontextbook resources for teaching elementary and middle school science. Emphasis will be on environmental science, but many resources in the other sciences will also be shown.

We will begin the session by reviewing some characteristics of effective elementary science teaching and discussing why many of them are incompatible with solely textbook based courses. These characteristics include:

...the hands-on, discovery approach
...the outdoors as a classroom
...utilizing meaningful, "real world" problems
...cooperative learning
...the interdisciplinary approach (how science "fits in)
...variety in reading levels and learning styles
...reasoning and problem solving

We will then look at examples of many types of nontextbook resources, including *books* (science facts, science activities and experiments, science games, field guides), *science magazines* for children, science and environmental *education magazines* for teachers, *calendars, posters, audiovisual materials* (audio tapes, videotapes, slides, etc.), and *equipment and supplies.*

Many handouts will be provided giving names, addresses, and sample process for various materials, and giving instructions for making several pieces of environmental science equipment from free and inexpensive materials. Suggestions will be made on how to use these resources to: 1) create a classroom environmental science/general science library, 2) develop science units and stations, and 3) set up on-going cumulative environmental science investigations both in and out of the classroom.

Incorporating Anger Control Programs In Public Schools

Presenters:
Dennis Hargis
USD #367, Osawatomie
Osawatomie, KS
Jo Rucker
East Central Kansas Special Education Cooperative
Paola, KS

"Anger Control" is a topic that has been heavily researched in the late 70's and throughout the 80's. There is much more information now available on this topic. However, it has not yet been applied to the public schools. Our presentation will highlight the main points of a workshop that Jo Rucker and I have developed that trains educators on how to teach anger management techniques to students. The program was developed by myself, Dennis Hargis, after studying the current research headed by such noted professionals like Raymond Novaco, Eva Feindler, and Arnold Goldstein. It can also be applied to all grades in the public schools and can be taught to individuals, groups, or classes. This program has been successfully field tested with students ages 12-17 in a Special Purpose School who have been mainly classified as Behavior Disordered. It is currently being implemented with fourth, fifth, and sixth graders in three rural public schools. Upon completion of the workshop, participants should be able to: (1) understand the nature of anger using current theories and beliefs, (2) be able to identify and demonstrate 10 short term reducers, (3) help students engage in problem solving to assist them with their anger problems, (4) know a variety of techniques to help manage students with anger problems, (5) identify long term anger reducers for themselves, and (6) become familiar with informal and formal assessment techniques of identifying anger within individuals. A multi-sensory approach will be utilized.

Enhancing Mathematics and Science Achievement with One-Room School Wisdom

Presenter:
Stan Hartzler
Northwest Missouri State University
Maryville, MO

Positive aspects of one-room school traditions have become productive innovations in mathematics education in recent years, and hold promise that our wasting time with across-grade re-teaching may be replaced with curriculum enrichment such as that in the NCTM Standards. Evidence also suggests that students will be more successful in science and more motivated to take more science classes, having conquered the mathematics aspects of science courses. Innovations include re-structuring of student practice to include daily review routines, preview, evaluation, problem-solving, and enrichment topics.

Third graders in one-room schools were exposed to upper-grade information (preview) and often helped teach preceding grades (review) and often helped teach preceding grades (review, verbalization). While century-old mathematics textbooks were set up in units, teachers most often used the books as resources, not as lessons plans, and and required students to demonstrate competence on a variety of topics before looking at something new. When reading problems arose in mathematics or science, the teacher (who also taught reading) dealt with the problem, and students learned to read in all subjects.

Modern elementary and secondary textbooks typically dwell on topics taught in previous years when broader treatments and problem-solving are needed. Review/preview routines eliminate need for re-teaching while preparing students better for using mathematics in other courses.

Small/rural districts seem to be blessed with less inclination toward expensive, flashy, unproductive educational fashions than metropolitan and suburban districts. Rural and small-school districts are typically among the first to try effective, common-sense ideas.

In Preparation of a Crisis Response

Presenter:
Eric Hilgendorf
Flint Hills Educational Research and Development Association
Emporia, KS

Formulating strategies for preparedness to respond to a tragic occurrence entails the conception of a number of policies, procedures, checklists, and inter-direct planning.

The content of the presentation will cover the following objectives:

- Forming a crisis response team
- Outline duties for building administrators/staff
- Dealing with media
- Possible crises
- Alerting/activating/phone trees
- Intervention inservices
- Formulating a statement
- Protecting the family
- Integrating staff resources
- keeping the school schedule normal
- funeral and assembly guidances
- Meeting the needs of staff/students
- Communicating with parents
- Gameplan for a day
- Crisis response training
- Where to find help
- Follow-up procedures

The above elements will be dealt with in concise fashion. The interrelatedness of the objectives will allow for school districts who are formulating a crisis response team or plan to see the overall picture.

The Kansas "Artist - In - Residence" Program & Rural Schools: Is It For You?

Presenters:
Jim Hillesheim
University of Kansas
Lawrence, KS
Di Anne Damro,
Kansas Art Commission
David McDonald
USD #260, Derby
Deborah Hillesheim
USD #343, Perry

The objective of this presentation is to provide for those who are looking for ways to enhance the role of the arts in their school and community the hows, whys, wherefores, and costs of the "Artist - In - Residence" program in rural and small schools in Kansas. This will be done by examining the program from four different perspectives: 1) that of University research, stemming from a federal grant, "Arts Experiences for Rural Administrators" (Jim Hillesheim); 2) that of a visual artist (drawing and painting) who has served as an Artist - In - Residence in rural schools (Deborah Hillesheim); 3) that of someone who has been a high school principal and who has had first hand experiences with the program as an administrator of a rural school (Dave McDonald); 4) that of the Coordinator of the Artists in Education division of the Kansas Arts Commission, which provides the guidelines and funding (Di Anne Damro).

Ample time will be allotted for the panelists to respond to specific inquiries from the audience.

Practical Strategies for Coping With Alcohol/Drug Use in Rural Schools

Presenter:
Judith Hughey
Kansas State University
Manhattan, KS

Adolescent alcohol and drug abuse is a major educational and social problem. During the past 20 years substantial efforts have been made to influence teachers' and other school professionals' knowledge of and attitudes about alcohol/drugs because research indicates these factors effects students' decisions about whether to use. Kansas State University Rural Alcohol/Drug Abuse Prevention and Intervention for teachers, counselors, principals, and parents from rural schools in Kansas.

The institutes are designed specifically for rural educators for the purpose of developing an alcohol/drug abuse prevention and intervention program for schools. Student assessment and pre- and post- institution teleconferencing are critical components to the success of the project. Empirical based research provides support for positive impact of the program. Research findings reveal that students whose staff implemented alcohol/drug prevention education decreased use of tobacco and alcohol relative to a nonequivalent control group.

This presentation will focus on the major components in the development of school prevention and intervention plans. Topics to be discussed include strategies for implementing and managing prevention and intervention programs and the benefits of program evaluation and follow-up assessment.

Objectives:

Session participants will increase their knowledge of the major components in the development of alcohol/drug prevention and intervention plans.

Session participants will increase their knowledge of alcohol/drug program evaluation and follow-up assessment.

Integrating Laser Disc Technology in the Classroom

Presenter:
Don Keeler
The Master Teacher
Manhattan, KS

This presentation will demonstrate how to implement motivational laser disc technology into the classroom. An actual model of the computer hardware, laser discs, and software will be on hand and used for the presentation. The model used is designed specifically for educators and the different methods of possible implementation will be examined. Educators will observe actual "Laser Disc Lesson Plans" developed and then used. There will be a discussion on how to implement laser disc technology with existing equipment or minimal additional equipment because of the software selected and equipment configuration developed for the model. One of the main objectives is to demonstrate how easy laser disc technology can be to use when used properly and also how affordable this technology really is.

An Analysis of Science and Mathematics Achievement by School Size in Tennessee

Presenters:
Don Kellogg
University of Tennesse
Martin, TN
Brenda Mount
Sharon Public Schools
Sharon, TN

In Tennessee and nationally there has been concern that students have been performing poorly in science and mathematics. Many have suggested that the problem may be particularly acute in rural/small schools. Some earlier studies do not support this assumption.

to get a more definitive picture of science and mathematics achievement in Tennessee schools a stratified random sample of schools was selected. The science and mathematics scores on TCAP were analyzed for this group of schools to determine if there were any correlations between these scores and school size/location.

This was a baseline study which will become the starting point for future research to determine the needs of small/rural schools in science and mathematics. This data will also become a part of the information used for program planning by the National Committee to Study Option for a Rural Science Agenda.

The presentation will include a visual presentation of the data using computer generated graphics and text. Considerable time will be allowed for group discussion and questions.

Movement: Bridge to the 3 R's

Presenter:
Martha Kellstrom
Kansas State University
Manhattan, KS

Movement and sensory awareness are primary ways children learn about their world. Children form symbols by internalizing movement. As they experience an activity that associates the symbol with the movement, gradually the symbol begins to stand for the movement. A variety of games and action songs will be presented. they are examples that can augment, reinforce, or complement the learning of the language and mathematics. The movement experience enhances cognitive development because it adds another dimension to ideas, words, and feelings. A learning experience that combines the senses has a better chance of being successful. Participants will be asked to hear, see, say and DO as they participate in a variety of problem-solving movement experiences.

Lending Library: Our Loans Have High Interest

Presenters:
Nellene Kenyon
Lynn Gifford
Area Resource Center of Central Kansas (ARCCK)
Great Bend, KS

School in rural Kansas, especially those in small communities, face unique problems. With long distances between towns, lower funding, high cost of technology and lack of personnel, adjustments need to be made.

The Area Resource Center of Central Kansas (ARCCK) has helped to alleviate some of these problems by developing the Lending Library through the SEIMC. The Lending Library consists of AV materials that are the property of a school but are loaned to the other school districts in our twenty-one member consortium at no charge.

This presentation will describe how the Lending Library was developed and the other services and resources that are provided through the SEIMC including information an advanced technology.

The presentation will be conducted by the presenters with the use of samples and demonstrating CD Rom storybooks and Laser Disc technology.

Objectives:

Describe the resources and services available through SEIMC
Describe the development and utilization of the Lending Library
Describe future plans for the SEIMC by sharing CD's and Laser Discs

This presentation will be conducted by both presenters with the help of samples and computers.

Keeping Up With The Changing Technology - It Can be Done!

Presenter:
Mary Knapp
#366, Woodson

How can small rural schools plan and implement the changing technology in the 1960's? This presentation will show how Woodson U.S.D. 366 is addressing this K-12. (1) Schools must use the resources already available while at the same time broaden the scope of services offered to the students; (2) Centralized planning and development of the technology curriculum is vital to its success; (3) District level decisions need to be made prior to developing and implementing plans; (4) How technology can become an integral part of the curriculum and not used just to supplement the curriculum, (5) Information and ideas will be offered on the programs use in Yates Center and how they could be implemented in other schools. During the 1991-92 school year the following programs are in place: National Geographic KidsNet, Middle School computer literacy and keyboarding as preparation for high school courses, AT&T Learning Network, Computer Aided Design, computer based business department at the high school and computer use in other curriculum areas, Media Center use of CD-ROM programs, use of video-laser players, faculty utility programs, and satellite instruction at the high school. Small rural schools can meet the demands technology is placing on districts by using many of the programs that have already been developed at a reasonable cost. the presentation will include the use of transparencies, hand-outs on all the programs currently being used, and a question and answer session for participants.

What do Students from Rural & Small Schools Say About Their Preparation for University Study?

Presenters:
Ray Kurtz
Kansas State University
Manhattan, KS
Ron Lantaff, Superintendent
USD #355, Ellinwood
Larry Lysell, Superintendent
USD #292, Grainfield

This panel presentation is being proposed to provide communication between graduates, administrators and teachers of rural and small schools. It is commonly reported that very little is heard back from students after they graduate and leave for higher education.

The panel members will react to the question, "How well did your rural or small school prepare you for attending Kansas State University?" This presentation will act as a report card from these students to the persons in attendance. Strengths as well as weaknesses will be given by members of the panel.

The panel will consist of six KSU students (both male and female) selected from various classifications and majors, all from Kansas rural and small schools.

The New-to-Site-Superintendent: A Five-Year Retrospective

Presenters:
Jean S. Lavid, Superintendent
USD #271, Stockton
Ronald G. Davidson
Wichita State University

Increasing turnover in the superintendency both in Kansas and across the nation gave impetus to this longitudinal study of new-to-site superintendents in Kansas for the purpose of assessing issues and challenges they faced. Questionnaires were mailed to 215 superintendents in Kansas over a five-year period, and 211 usable responses were returned. Most of these superintendents led rural districts, whose concerns differ dramatically from their urban counterparts. These districts have few central office personnel, meaning that these superintendents covered a wide variety of positions and found that they had to choose a more basic school managerial role than an instructional leadership one. Financial issues consistently were these superintendent's paramount concern because they had arrived on the site in mid-summer and had to defend to the public a budget which they had no part in constructing and therefore did not fully comprehend. Superintendent evaluation involved increasingly the use of formal instruments in these districts. Because these superintendents and their boards generally had few mutually agreed-upon performance expectations, and because the assessment instruments used were not tailored to definitive district concerns, many respondents expressed dissatisfaction with their evaluations. These new employees were relatively unfamiliar with board and community expectations, and they indicated a need for more direction in identifying local needs, something the board could have provided. Supervision of teachers for the improvement of instruction was identified as important to these superintendents, but few chose to address that issue. Most of these superintendents identified their building principals as basic manager types as opposed to instructional leaders. The data also showed high levels of disagreement between what new-to-site superintendents self-selected as priority issues the public feel deserve priority attention; further research by the authors is exploring this hypothesized discrepancy.

Hot Tips for a Positive School Climate

Presenters:
Jack LaFay Middle School Principal
George Leary, High School Principal
USD #452, Stanton Coutny

This presentation will include programs that USD #452 employs to build a positive, non-oppresive environment as well as incentives for students and staff to enjoy the time they spend at school. Topics will include, Academic Credit Cards, Thank-You Grams, Up-Slips, Scholar Letters, Scholar Breakfasts. Student of the Month, positive image posters, BUGS award (Bring-Up-Grades), and many others.

USD #452 believes that students and staff who enjoy their time at school are more likely to apply themselves, be happy, receive more instructions, have less discipline problems and reduce tension.

These programs satisfy the Quality Performance Accreditation process. (outcome 3, standard 2).

Use of Technology to Audit the Science Information Base of Rural Elementary Teachers

Presenters:
Sandy Melchert
University of Idaho
Moscow, ID
James Bruno
University of Calofornia - Los Angeles
Los Angeles, CA

Objectives:
Information Referenced Testing - What is it?
What benefits are there for elementary science education?
How can IRT be used in preservice elementary education to improve future teachers?

Content:
the half life of science information has serious implications for the classroom teacher. Educators that convey scientific information to students need to be continually up grading their information base. Staff development and state assessment of teacher background in science verifies the need of a proactive approach to designing teacher workshops, in-service programs, and staff development efforts. this need is particularly great for the elementary teacher who teaches science. This study reports the results of an innovative assessment approach in the staff development component of the Idaho TRAILS project for elementary teachers. A technology based information referenced testing (IRT) component was built into the project to monitor the "quality" of scientific information. IRT was also used to to design curricula specific to the information needs of participating teachers. In addition, an individual education plan (IEP) with instructional cross references was generated for each teacher as a mechanism for science development and for designing "science projects" tailored to the specific information deficiencies of these participating teachers. Data from the pilot study with preservice elementary teachers will be shared, in addition to the data collected on TRAILS teachers.

Conclusions:
The research findings demonstrate not only wide acceptability by teachers, but significant improvement in the quality of "reliable" (accurate and confident) information of the teachers participating in the experiment.

Method of presentation:
Lecture format with use of overhead. Question/response period at the end of presentation.

Superintendent Selection Innovations for Rural Schools

Presenter:
Martha A. Miller
Martha Miller and Associates
Manhattan, KS

Rural and small school districts have unique opportunities when they select a new superintendent for their district. Observation of what makes a the rural community successful may form the best basis for promoting the school district to superintendent applicants. This presentation will address ways to present the school district to its best advantage during the process of superintendent selection.

The objectives of the presentation will be to:

- give overview of superintendent selection and movement during the last year;
- list unique qualities of rural and small school settings;
- invite participants to work in groups to create lists of unique qualities within their own school district;
- discuss how to present these qualities within their own school district;
- discuss how to present these qualities in the best manner;
- describe the superintendent search process used to assist school boards, (national and state associations, private consultants and university professors);
- illustrate the importance of application forms, brochures, vacancy notices.

The method of the presentation can be lecture or seated with a writing surface. Overhead foils will be used. There will be hand out materials. The participants will have active participation on the presentation.

Healthy Kids/Healthy Schools

Presenter:
Steve Nelson
Northwest Regional Educational Laboratory
Portland Oregon
Nancy Murphy
University of Alaska
Fairbanks, AL
Jim Girvan
Idaho State University
Pocatello, ID

Healthy Kids/Healthy Schools is a panel presentation of the Northwest Rural Comprehensive School Health Education Curriculum Project carried out in six small, rural schools across the Pacific Northwest under a U.S. Department of Education FIRST grant. Now in its third year, the Project staff will share with other rural school practitioners--teachers, administrators and board members--the lessons which they have learned about implementing health education curriculum in small, rural schools:

It can be done in a comprehensive fashion.
Health education is <u>real</u> for kids, parents, staff and community--
It's a part of life.
There <u>are</u> exciting alternatives to costly, urban curriculum models.
Curriculum renewal <u>can</u> be managed with existing time, resources and talent.
Small, rural schools <u>can</u> provide leadership in curriculum reform for other schools and agencies.

Participants will be provided information (and enthusiasm) for building their own plans and support for health education curriculum activities.

Integrating Mastery Learning and Emerging Technologies

Presenter:
Sue Adams-Nepote
FHERDA Educational Services Ctr./Faculty.
Emporia State University
Emporia, KS

Realizing that no single instructional method is likely to meet the needs of all learners, many teachers choose to integrate strategies into a framework to use in their classroom. Two such methods with documented effectiveness and merit integration are mastery learning and emerging technologies. While appearing dissimilar, these methods actually compliments each other very well while focusing on different instructional process.

Assessments, correctives, and enrichments areas of potential impact with the merging of mastery learning and emerging technologies. Not only can teachers improve classroom and time management, but varying student learning styles can be successfully addressed through the merger.

This presentation will offer:

identification of the major strengths of mastery learning and the emerging technologies;

awareness of application techniques for maximum effectiveness;

staff development strategies for maximum instructional and integration success.

Restructuring for School Success

Presenters:
J. E. Potterfield
Marjorie Pace
Francis Marion College
Florence, SC

The children found in most classrooms represent a great variety of socialization and enculturation experiences. These experiences affect not only children's perception of the curriculum but also the ways in which they learn. This cultural diversity is found in more and more rural classrooms.

In a recent American Association of Colleges for Teacher Education study the college faculty surveyed felt "their students inadequately prepared to teach in culturally diverse settings." One way to overcome this deficit would be an inservice program that deals with preparing teachers to understand and to teach children from varied cultural and social backgrounds.

An inservice training program for classroom teachers would incorporate three major components. first, participants would identify personal characteristics resulting from their own socialization. Then the participants would identify specific social and cultural groups which they find in their classroom behaviors that characterize these students. Finally, participants use a guided brainstorming session to generate instructional techniques that deal with socioculturally related classroom behaviors of their students. Proceeding through the three steps of their program would maximize instructional success of students from diverse socio-cultural backgrounds.

Ways to Reduce Classroom Related Stress and Burnout

Presenter:
Thomas S. Parish
Kansas State University
Manhattan, KS

Recently, Dr. William Glasser (1990) asserted that teaching is the most stressful profession of all. Of course, others (e.g., Batten, 1985) have reported contrary conclusions, indicating that health care professionals and air traffic controllers are more stressed since they deal with potentially life-threatening situations on a daily basis, but Glasser (1990) counters that idea with the notion that at least when doctors and sir traffic controllers speak, those being so instructed almost always listen and consequently comply. Not so for teachers, however. In fact, fewer and fewer students are listening and responding appropriately to their teachers' requests/commands as each day passes (even in rural America) and it's this situation that must be corrected if teachers hope to avoid more and more stress, strain and burnout. This presentation will seek to provide teachers and administrators in attendance at this session with (1) a better understanding of what is happening in their schools and classrooms that is placing so much stress and pressure up on them, and (2) provide strategies to effectively deal with and/or reduce this stress in the coming semester and/or years ahead.

As time permits, questions/concerns by those in the audience will be addresses so that each individual will feel their most nagging problems are answerable and, hopefully resolvable

Needs and Options for Rural Science Education and Teacher Preparation

Presenters:
Preston Prather
University of Virginia
Charlottesville, VA
Maurice N. Field
University of Tennessee at Martin
Martin, TN

In February, 1991 a group of concerned science educators met to examine issues related to rural science education and discuss whether there should be a separate agenda for rural science teacher preparation. Examination of related issues indicated a need for a research-based synthesis of information on whether there are common characteristics of rural schools that distinguish their science education needs from other schools. Similar research was indicated to provide more consistent descriptions of existing ideal rural school science curricula. Widespread inconsistency was also observed in the definition of "rural" as used by various governmental and professional agencies.

A need for further study and broader participation was identified. To empower that work, the *National Committee for the Study of Options for a Rural Science Agenda* was formed. Membership includes a geographically and demographically representative national network of 20 leading teacher education institutions serving a major rural populations across the country, each paired with a local rural school system for cooperation in research and development.

Four members of the committee will present a 10 to 15 minute report of the committee's work to date, followed by discussion of issues and options identified in the research. The session will conclude with small-group workshops to obtain insights and input from conference participants regarding rural science education needs and options in their areas. Names and addresses of participants will be added to the committee's mailing list to receive information on further research and developments in rural science education and teacher preparation.

Technology Leadership and Staff Development

Presenter:
Tweed W. Ross Jr
Kansas State University
Manhattan, KS

Educational reform demands increased productivity from instructional staff. Educational technology can assist in this increase only if two conditions are met. The systems and accompanying programs must be thoughtfully tailored to the needs of the non-technical staff must be thoroughly trained and promptly supported in the use of the new technology. The needs of training a non-technically oriented teaching staff in new educational methods requires a strong leadership commitment and understanding from the administration. Further, there needs to be a strong committed two-way to the sharing of information and developing teacher productivity. This seminar is designed to outline some of the most pressing needs in small school situations as experiences in U.S.D. #298. Consideration must be given to all of the following:

equipment purchase and installation;
staff training and support;
software selection for teacher productivity;
technology consultation and trouble shooting.

Dealing with Drugs in Rural Kansas

Presenter:
Karen Schadel
Area Resource Center of Central Kansas
Great Bend, KS

Schools have an obligation to play a major role in educating our students in drug prevention education. Developing and implementing consistent policies as required by the USDOE are a foundation for a successful, comprehensive drug prevention/education program.

The opportunity of pooling resources from nineteen USD's in the consortium has enabled ARCCK to provide a series of quality workshops. The workshops have provided training for teachers in broad curriculum areas including learning strategies, behavioral techniques and cooperative learning.

The purchase of the "Going Straight" drug education program fulfills the comprehensive established requirements. The program focuses on the collaboration and cooperation between schools, families and communities. The direction of the program is to teach individual skills for successfully coping with influences from all levels of life, to make a conscientious choice of going straight. Skills that value and maintain personal health, that respects laws and rules prohibiting drug use and abuse and for resisting pressure to use drugs are components of the program. Communication, peer selection, problem solving and self improvement skills are developed in the program. A component of the program addresses consumer awareness. The "Going Straight" program lends itself well in a consortium setting. An area wide in-service was offered to district teachers before implementing the program.

Through pooling Drug Free Schools funds, small and rural schools are able to provide a coordinated, high quality K-12 program.

Objectives:

Describe the resources available for drug education/prevention programs.

Describe the drug education/prevention services available through ARCCK.

Describe the assistance offered to districts in the consortium.

TESA in the Small Schools

Presenters:
Alvena Spangenberg
Judy Seidel
TESA Trainers

The presentation will provide insight on how to conduct a TESA program in a small district. How to schedule time for staff observations, finding substitutes and follow-up activities will be shared.

As Effective School programs become more and more a part of of the educational curriculum, TESA is a very effective tool to use as a springboard to better staff development and inservice.

Training Teachers in Limited Facilities Schools to Access Science Resources

Prensenter:
Brian Scmaefsky
Nortwestern Oklahoma State University
Alva, OK

Teaching science in rural and small schools can severely hinder a teacher's ability to present science experiences to the students. Limited facilities, a paucity of materials, and a lack of financial resources are inherent problems in many rural and small schools that prevent the teacher from giving the students a full spectrum of science activities. To the surprise of many teachers there is a wealth of resources to compensate for deficiencies in the science classrooms. Unfortunately, most teachers were not taught how to access these materials.

A program called the Resource Awareness Program was developed at Northwestern Oklahoma State University to assist preservice and inservice scienc eteachers in rural and small schools. The program trains teachers how to find inexpensive and creative science activities andhow to obtain free resources to enhance their student's science education. For example, the U.S. Department of Energy supplies schools with a wealth of curricular materials for teaching energy resource facts and issues. The use of free speaker services from agencies like the U.S. Department of Agriculture and U.S. Geological survey also provide students with invaluable information about a variety of subjects.

In addition to presenting and supplying the teachers with these materials and resources, th program instructs the teachers how to incorporate the resources into the current science curriculum. An integral part of the program is requiring the teachers to design ways that they can use the presented materials, activities and speakers into their currently taught curriculum. No teacher leaves the program without knowing how to access, use and apply the resources.

Computer Software for the Science Curriculum

Presenters:
Gail Shroyer
Center for Science Education
Carol A. Borchers
Managing Editor, School Science & Mathematics
Kansas State University
Manhattan, KS

This presentation will provide information about educational computing for teaching science and ways science teachers can improve their use of microcomputers in their classrooms. Applications of the microcomputer to science teaching will be discussed. Various software programs for helping students do and learn science and helping teachers manage instruction will be demonstrated.

State Financial Assistance For Building Construction--What Could It Mean For Kansas?

Presenters:
G. Kent Stewart
Kansas State University
Manhattan, KS
Robert Winter, Superintendent
USD #378, Riley County Schools
Riley, Kansas

This brief address has been written twice; once early in October and again after Judge Terry Bullock's opinion on school finance was distributed on October 14. The judge was kind and perhaps wise to take time to write into the opinion the basic and fundamental legal foundations of education. Briefly, these include:

> Education is a responsibility of the state legislature. The legislature had plenary power for education.
>
> School students, being future rulers of the state are therefore matters of state rather than local concern.
>
> A school district is an instrumentality of the state created by the state legislature to facilitate or help meet legislative responsibility for education.
>
> The legislature may not delegate its authority but may and does delegate to local boards of education responsibility for the operation of local schools.
>
> School board members are state rather than local officers.
>
> The power to tax is not inherent in the school board but is a power granted by permission of the legislature.
>
> The legislature may establish a statewide tax for education.
>
> In effect local school district tax dollars for state rather than local dollars.

Those and similar principles of school law are so well settled and have been for so long that we tend to need a reminder from time to time like Judge Bullock provided October 14, 1991, opinion.

Educational leaders in Kansas Can elect to disagree with the court or decide how to best operate within the provided guidelines.

If the legislature fails to act within its next (1992) session, the court will formalize its opinion. In all probability, that state supreme court will sustain the trail court given the available precedent from other jurisdictions and states.

Point 4 and Point 5 in Judge Bullock's opinion affect, potentially, school facilities in Kansas. First, local money is state money; and secondly, facility financing is within the responsibility of the legislature.

In 1985, there were $400 million worth of capital improvement needs among Kansas' school buildings. Today, this figure may approach $500 million.

Since the State cannot finance this magnitude to need, some identified projects will not be undertaken. They may be eliminated from the list by:

Phase-out of use

Consolidation and resultant phase-out of some buildings

In either event, this means that some old schools may not be replaced; in fact, they may not be modernized either. Rather they may be closed by state decree.

This happened in Indiana in 1959, and it happened in Delaware in 1965. This speaker was employed in both states at those respective times.

Given the Bullock decision, and the experiences of several other states, Kansas can look forward to some dramatic changes within the next few years--certainly before the close of this decade. The more prominent of these potentialities are listed below:

Local school boards may have to seek permission of state before proceeding with a building program.

Some districts may be required to either modernize of close a building.

The state may establish standards for the size and number of instructional spaces within a proposed new school.

There may be more consolidation which may result in the organization of many county unit school districts.

Standards concerning district enrollment and/or wealth may have to meet before a school board can obtain permission to build/

There may be a statewide tax rate for facility financing.

Every school district will have to produce for state approval a five-year capital improvement plan.

According to Robert Winter, Superintendent of the Riley County (Kansas) School District, there are 15 states that do not assist local school districts with capital improvement financing. Kansas is one of these states. The remaining 35 states provide some form of financial support for capital outlay to local school districts. The six methods which the state utilizs include full state support, equalization grants, percentage matching grants, flat grants, state loans, and state/local building authorities.

There is no way to know at this point in time when capital improvement project planning and financing procedures in Kansas may change. All that is certain is that change will occur.

Communication And Public Relations Techniques For The Rural Administrators

Presenter:
Larry Thomas, Superintendent
USD #447, Cherryvale

The primary objective will be to discuss communication and public relations ideas of this program that can be used by any rural principal and/or Superintendent of Schools. I have given similar presentations at the USA, KASB, KANSPRA, and AASA Conventions.

The content will include communication and public relations ideas when dealing with staff, students and the community. A special presentation will also include communication and public relations ideas when dealing with their staff, students and the community. A special presentation will also include communication ideas when working with school board members.

Public relations publications will also be made available to all participants.

Gause, Einstein, & Christie:
Taking the Mystery Out of Innovation

Presenters:
Gary L. Willhite
Priscilla Callison
Janet Sharp Laird
Kansas State University
Manhattan, KS

The focus of this session is a presentation of the Interdisciplinary Concept Model as an approach to problem solving in Math, Science, and Language Arts. The presenters will provide information on the "how to" of team curriculum planning from brainstorming through implementation. The model - framework, guidelines, and sample material will be provided.

Whole Language and the Secondary Classroom

Presenter:
Gary Willhite
Dr. Rosemary Deering
Kansas State University
Manhattan, KS

More and more students are leaving elementary school having experienced a whole curriculum centered on whole language. What does this, in turn, mean to the secondary teacher? This session will address these concerns. Historical perspective of progressive education, open education, and language experiences will also be addressed. The model of whole language will be analyzed from the secondary teacher perspective as well as looking at integrating curriculum and accountability related to the whole language experience

A Qualitative Study of the North Central Association Outcomes/Evaluation Model at Junction City High School, Junction City, Kansas

Presenters:
Alfred P. Wilson
Kansas State University
and
John L. Kimbrel
Junction City Schools
Junction City, KS

The purpose of this study was to provide a document to show what took place during the North Central Association Outcomes Accreditation process at Junction City High School. This document may be of value to those who are considering the use of this model type. Of particular interest to this study were the following variables: school improvement as a priority, personnel involvement, staff development opportunities for teachers and administrators to learn more about the process, communication patterns, success for all students, and quality with equity.

A qualitative research methodology was incorporated. The study began with the decision to implement an outcomes accreditation review and proceeded through all stages up to an including the foremost visit of the resource review panel. This study took approximately twenty-six months. Data Sources included a) interviews with selected teachers, building administrators, central office administrators, resource review team members, and outside consultive resources; b) observations within the school setting; c) document collection; and d) disaggregation of student data.

The study's findings, which must be used in the context of Junction City High School, established that a) teachers, building administrators, and central office administrators all see school improvement as a priority; b) building administrators, and particularly the principal, were highly involved in the process; c) teachers were not as involved as they could be with the process; d) parents and students had little meaningful involvement; e) a wide variety of staff development opportunities were provided for staff to learn more about the process; f) communication during the process was mainly principal originated and directed; g) success for all students was endorsed by teachers, building administrators, and central office administrators, although it is not happening at that time; and h) teachers, building administrators, and central office administrators all placed a high priority on quality with

equity programs for students at Junction City High School.

It's Not Impossible For Rural Schools To Pass Bond Elections

Presenter:
Michael J. Wilson, Superintendent
USD #316, Golden Plains

The basic purpose of this presentation will be to inform the audience of the many strategies used by USD #316 during their successful Bond Election of June 1990. During that election, voters approved a Bond Election to build a new gymnasium which included new locker rooms, classrooms, concession area and weight lifting room.

Included as an important part of the presentation will be introducing strategies used in failed Bond Elections for the same type building in 1981 and 1982. The Board learned many lessons from those two failed elections and used that knowledge to formulate their strategies for their successful election.

The goal of the presentation will be to present information which can be used by other districts who are considering a future Bond Election. A sub goal will be to provide information and by example give those districts a positive outlook on the prospect of a Bond Election. Too many times a district either will not attempt a needed election or enters the election with a negative attitude because they perceive the election non-winnable.

Cooperative Education Districts: Did they Get a Real Chance to Succeed in Minnesota?

Presenter:
Dennis C. Zuelke
Consultants, LTD.
Superior, WI

Cooperative education districts in Minnesota appeared on the scene just three years ago as an innovative way to assist small and/or rural school districts to provide needed education services to their communities. Currently, cooperative education districts and other cooperative arrangements have come under fire at the state policymaking level. Therefore, the objectives of this presentation are to discuss 1) the legislative purposes of cooperative education districts, 2) how those purposes have been implemented in practice, 3) implementation problems, and 4) the remedies proposed at the state policymaking level to radically alter cooperative organizations in Minnesota. Content will include data on the characteristics of all 33 active cooperative education districts from records at the state department of education, interviews with appropriate local and state personnel, and the investigator's observations and conclusions. The method of presentation will be didactic with comments and questions welcomed during and after the formal presentation.

Some complied data materials will be distributed; overhead transparencies of some data and the conclusions will be used.